

A CRITICAL EXAMINATION OF NEWLY REVISED CHINESE LANGUAGE SYLLABUS AND TEXTBOOKS AND THEIR IMPLEMENTATION FOR SINGAPORE PRIMARY SCHOOL STUDENTS (REPORT 1)

Chinese language education research in Singapore: Making a case for alternative research orientation

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Abstract

In this report, we review critically the research that has been done on Chinese Language education in Singapore context since the early 1990s. We divide the report into three sections. Firstly, we provide a synthesis of the research literature on Chinese language education where relevant studies are classified into three broad areas: language policy studies, sociolinguistic surveys, and pedagogical studies. In each of these areas, important findings/arguments/positions are identified and discussed with a general critique. Secondly, we comment on this body of research literature, pointing out salient problems and deficit in relation to the current official pedagogic discourse. In conclusion, we provide recommendations for future research. We argue for an alternative research, from the survey-based and literary oriented research to empirical research on Chinese language curriculum and pedagogical practices.

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